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ABSTRACT

Guidelines that will help people in the business world together with teachers in marketing and distribution are presented in the document. It offers suggestionsf for implementing a program in cooperative work experience in Oregon. The following topics related to the program are discussed: (1) background of the school, (2) distributive education program, (3) career education in Oregon, and (4) marketing cluster program. Definitions of terms that will help the businessmen in their role as teachers providing off-campus training in marketing are presented, as well as procedures for acting as a training sponsor, student evaluator, and teacher. Appended materials, making up more than one-half of the document, include the following: (1) sample application for distributive education, (2) sample letter to parents, (3) sample distributive education training contract, (4) sample student career interest survey, (5) sample personal information sheet, (6) marketing cluster curriculum development and planning worksheet, (7) employer's orientation checklist, (8) distributive education training agreement, (9) marketing training plan, (10) analysis worksheet, (11) student performance report, and (12) business c cal. (EC)

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SOMETHING IN COMMON

AN EMPLOYER'S ORIENTATION AND REFERENCE GUIDE TO COOPERATIVE WORK EXPERIENCE IN MARKETING

Provided through
MADISON HIGH SCHOOL
Portland, Oregon

A Department of Education
Developmental School in Marketing

Revised and Reprinted, 1975

OREGON DEPARTMENT OF EDUCATION
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SOMETHING IN COMMON

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FOREWORD

Educators and the American public recognize more and more that community resources must be part of the educational experiences of our youth and adults. For students seeking expression as responsive and responsible citizens, these resources can make immeasurable contributions.

Businessmen in many communities have already cooperated with schools by giving students opportunities to explore careers and develop specific job skills. Sometimes, however, student work is not adequately supervised and, consequently, the benefits offered by employers have fallen short of their full potential. For this reason, the Oregon Department of Education cooperated with Madison High School to develop a curriculum project in marketing education that will assist businessmen in their community-teacher role. The materials contained in this guide were prepared under the direction of Sydney D. Thompson, Specialist in Marketing and Distributive Education, Oregon Department of Education. They are being used in an experimental phase of the total Madison High School project. With cooperation and advice from businessmen, we anticipate that the outcome will be improved marketing education opportunities for Oregon's students.

Monty Multanen
Director
Public Instruction

INTRODUCTION

Teachers of marketing and distribution in Oregon have something in common with you – businesspeople who are interested in helping young people become better prepared for their chosen careers. In preparing tomorrow's business leaders, two basic characteristics will continue – constant change and intense competition. Every successful businessperson or corporation head realizes that competition assures change and that change is about the only constant in business.

Therefore, the business community needs competent young people to assume positions within their operation who will serve as resources for constructive change.

At our local high school, the teacher-coordinator of the Marketing program helps students develop the knowledge, skills, and attitudes they need to succeed in marketing and distributive occupations. Many businesspeople are anxious to open their doors and share this responsibility by providing real life experiences which complement and enhance the in-school training program. This opportunity for on-the-job training makes the classroom activities more realistic and understandable, which increases their chances of success, both in school and on the job.

The information provided in this orientation handbook is designed to help cooperating businesspeople coordinate their efforts with the Marketing teacher-coordinator.

Chairman, Marketing
Cluster Advisory Committee

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SOMETHING IN COMMON

An Employer's Orientation and Reference Guide To Cooperative Work Experience in Marketing

ABOUT OUR SCHOOL

(The purpose of this section is to give the employer a short overview of the school environment, including its size, social and economic mix, advantages and handicaps, and any other information which may help them understand how their employee's educational training will be affected. The following is an example using the developmental school.)

There are fifteen high schools, including Vocational Village, in Portland School District no. 1, enrolling approximately 23,000 students; Madison High School enrolls about 2000 students. Madison students reflect the social and economic backgrounds of their parents; some are socially or economically disadvantaged, but most are neither economically deprived nor affluent. Madison's curriculum has focused on general education, with little emphasis on preparing students for work. Therefore the Oregon Department of Education selected that school to develop a comprehensive instructional program in marketing and related occupations. This special project is related to the State Board of Education's priority to continue to improve career education.

Since 1963, Madison High School has had a Distributive Education program to prepare students for work in marketing, incorporating some actual work experience. Recently, national groups such as the National Advisory Council for Vocational Education, congressmen, independent businessmen, and the general citizenry, have expressed concerns that education should be made more pertinent to the needs of youth through cooperation between businessmen and educators. Consequently, the Madison High School staff and the Portland Marketing Committee have increased their efforts to improve the training and education available through actual work experience.

Marketing students at Madison have several unique opportunities as they pursue their careers. The school environment has undergone radical change, replacing the typical classroom with a combination store/laboratory. Here students can actually put marketing concepts into practice. Students learn about the profit system and competition as they work in the store. Favorable work habits and responsibility are fostered because it is "their store."

Newly available resource materials are collected by the Madison staff to help students pursue their particular interests. If students are interested in supermarkets or the shoe industry, for example, practical and interesting materials are ready to help them explore these career interests. Also, course content in the Madison marketing program has been revised during the past years by an advisory committee to represent a good balance between theoretical and practical marketing concepts.

Madison promotes student involvement in the Distributive Education Clubs of America (DECA), a statewide priority in the development of career education. The DECA program of student activities is designed to develop future leaders for marketing and distribution occupations. The teacher uses DECA to provide leadership development, a sense of self-worth, group accomplishment, a positive attitude toward community service, and civic and social awareness.

BACKGROUND OF DISTRIBUTIVE EDUCATION

The term, "distributive education," describes a program which has operated in the public schools for many years. It encompasses adult education, community college education, education for youth with special needs, and high school education. The program trains students for occupations concerned with the flow of goods and services from producers to consumers.

Economic emphasis in the U.S. has gradually evolved from merely producing goods to also solving the problems of marketing them. Consequently, more attention has focused on developing educational programs to supply needed manpower in marketing. Federal legislation has provided

incentives for states to develop Distributive Education programs; increased federal support has parallelled the increase in the number of workers, business establishments, products and services, and the growing volume of business.

High school Distributive Education programs usually involve juniors and seniors, with cooperative work experience priority given to seniors. A typical Distributive Education high school program is organized as follows:

Marketing — Within this broad field, students study selling, sales promotion, buying, operations, market research and management.

Product or Service Technology — Students are encouraged to identify an interest in a specific product or service area. This becomes the focal point of their program; in this area they apply their knowledge and skills. Attention to an area of individual interest in the classroom and on the job increases student motivation.

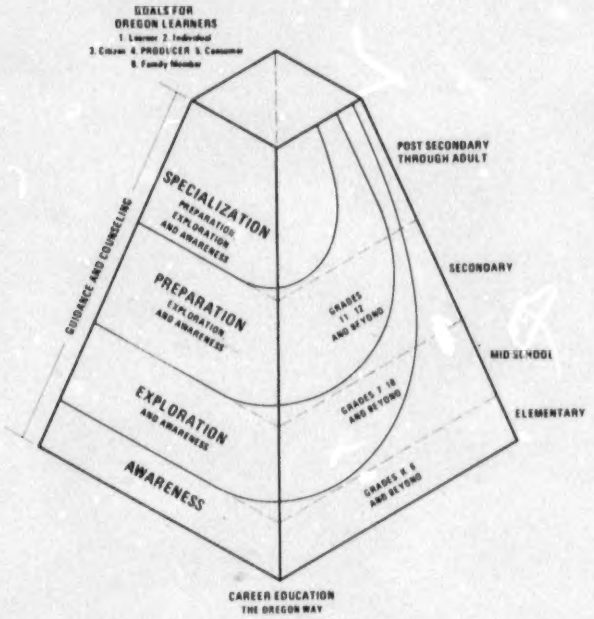
Social Skills — Personal attitudes and standards of service are extremely important in a people-oriented occupation. Social skills include human relations, supervisory skills, leadership, and ethics. Students' social skills in class activities are enhanced through the DECA program. With these skills the student is better prepared for such marketing functions as the presentation of product or service information.

Basic Skills — This area of instruction provides for knowledge in arithmetic and communications; it is also concerned with the application of math and English (communications skills) to specific areas of employment. Because the entire field of distribution revolves around effective communications, this area of study is an important component of the program.

Distribution in the Economy — Economic understanding is an essential component of marketing preparation and part of the distributive education curriculum. Students learn about concepts such as the gross national product, the role of government in marketing, the role of distribution in the economy, channels of distribution, job opportunities, and distribution in a free enterprise system. Economics relates directly to marketing, to product or service information, and to social and basic skills – providing motivation and more informed workers and future managers.

CAREER EDUCATION IN OREGON

What is career education? An easy answer might be, "making education relevant." A more general answer might be, "education which prepares young people to function productively in adult life." Career education in Oregon is a total program of education from grades 1 through 14, providing for comprehensive program development at the elementary, mid-school, secondary, and post-high school levels. Major components of the Oregon career education model are shown in the diagram below:



Career education as an integral part of the total educational program, embraces the concept that each individual is called upon to perform several basic functions or roles throughtou his/her lifetime, including (1) learner, (2) producer, (3) citizen, (4) consumer, (5) individual and (6) family member. Oregon's education system must provide insight, exploration, and preparation in these and other life roles continuously and at the appropriate interest and comprehension level of each learner. Using the occupational role as a focal point, the marketing curriculum is organized to include appropriate knowledge and skills that enable a person to perform successfully in the role of a producer and assist him/her in other related life roles. Counseling and guidance extend throughout the entire process.

As an employer, your role could take several forms. In connection with cooperative work experience, you are especially important to students in the career preparation component shown on the diagram. That is, you can help 11th and 12th grade students in the Marketing (Distributive Education) program to:

1. Acquire occupational skills and knowledge for entry level employment.
2. Develop acceptable job attitudes.
3. Formulate realistic career goals.

Marketing is an important career program because of present and anticipated manpower needs in Oregon and nationally. This broad career area is one of thirteen identified "clusters of occupations" being implemented in Oregon's high schools.

HOW THINGS WORK

Students are alerted to the Marketing Cluster program through the efforts of the counselor, guidance staff, the teacher-coordinator, and present students. Prospective students are encouraged to attend open houses or other orientation programs. Students should have a career interest in the broad field of marketing.

When a student has identified an interest in marketing, he or she completes an application form. The student also arranges for an interview with the teacher-coordinator. (Appendix A)

A letter explaining the Distributive Education (marketing) program is sent to the parents or guardians of the accepted students. (Appendix B and C)

Early in the school year the teacher-coordinator consults with each student to determine career interest more specifically. A questionnaire is used to help gather this information. (Appendix D)

Personal information is also collected about each student. (Appendix E)

The various interviews, application forms, career interest questionnaires and other information are not designed to screen out any interested student. The teacher-coordinator uses information to help individualize an approach for each student.

Another important document the student must sign is called the "Distributive Education Training Contract." This is frequently the typical high school student's first involvement with a contract. This particular "contract" is not binding, but it does point out what is expected of the students. The parents of the student also sign this agreement. This training contract outlines some general guidelines of interest to a prospective employer as well as the teacher-coordinator. A positive attitude toward meeting responsibilities to the employer and to the school, an important aspect of successful work experience, is highlighted in the training contract. For your reference, a sample of this teacher-student contract is included. (Appendix C).

Other forms used in connection with the Distributive Education program include a job search report and a student-trainee's weekly employment record.

During the students' first year, their in-school educational program in marketing consists of instruction in the following areas.

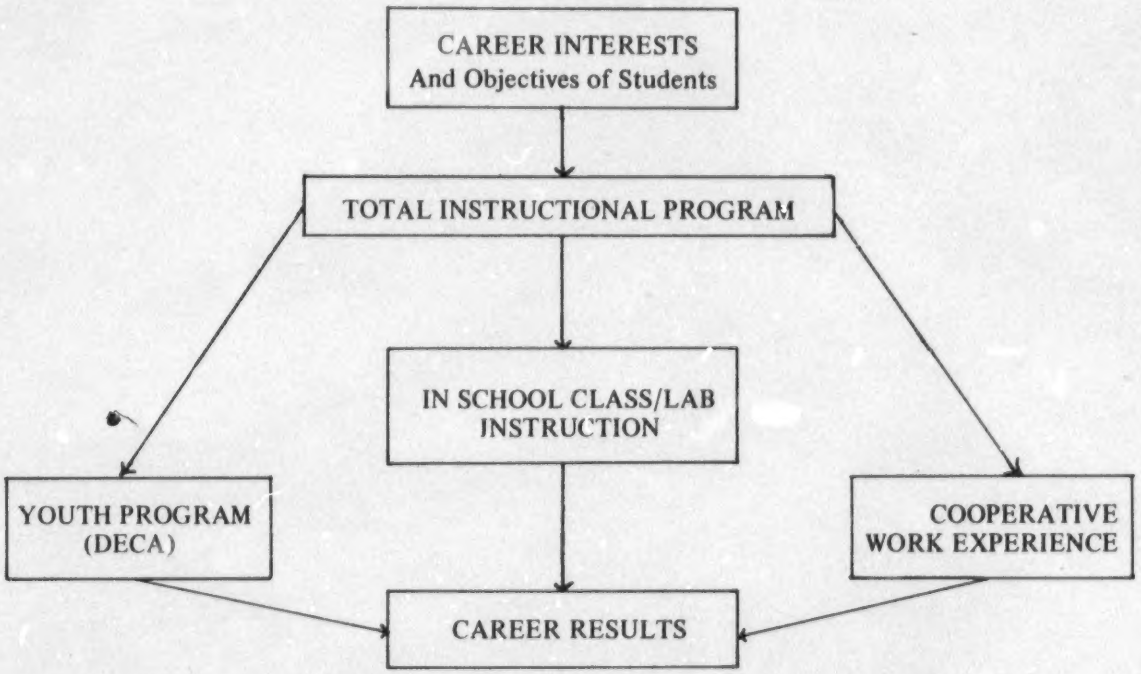
Basic Salesmanship	Sales Promotion (Advertising)
Product Technology	Sales Promotion (Dispiay)
Human Relations	Stock Control
Merchandise Mathematics	Finance - Credits & Collections
Written and Oral Communications	Recordkeeping
Cash Register Techniques	Job Seeking Techniques (throughout 1st year)

These subject matter areas constitute the basic curriculum content.

During the second year of the program, the following subject matters areas are covered in class. These represent the career development phase of the total curriculum.

Career Salesmanship	Business Organization
Basic Market Research	Buying Fundmanetals
Advanced Advertising	Job Seeking Techniques (continues through the 2nd year)
Management Functions	Individualized Study

The objectives of the program are to insure adequate job entry level skills; job entry level skills and attitudes that will continue on the job; and preparation for any post-secondary alternative such as community college, university programs, private vocational schools, or management training programs of business and industry.



If you want to know more about the content of the Distributive Education curriculum, the teacher-coordinator will discuss this with you. The Marketing Cluster Curriculum Development and Planning Worksheet offers a comprehensive, summarized view of the subject matter. (Appendix F)

YOUR ROLE AS TEACHER-EMPLOYER, SOME DEFINITIONS

What you've read so far should have given you some insights into the goals and objectives of the marketing curriculum. The concept of businessmen serving as teachers in the community and providing off-campus training has been mentioned several times.

To more clearly understand your role in the cooperative education effort consider these definitions of terms:

Cooperative Work Experience is regularly scheduled, part-time work experience which is planned jointly by the employer and the Distributive Education teacher-coordinator. Students usually spend about one half of their day in school and from three to four hours per day on a job related to their occupational objectives and goals. A key word in this definition is "planned."

The Employer is the one who hires the Distributive Education student as part of the total Distributive Education program provided for students.

The Trainee is the student with a career interest in marketing and distribution who is concurrently enrolled in the marketing or Distributive Education program.

The Training Station is the place of business where the **Trainee** is employed.

The Training Sponsor is the individual selected by the **Employer** to supervise the student **Trainee.**

The Teacher-Coordinator is the Distributive Education or marketing instructor. In addition to his classroom teaching assignments he is provided time to work directly with **Employers, Trainees,** and **Training Sponsors** in the community. He has a coordinating responsibility to insure that the program runs efficiently.

The Training Plan is the agreement and plan of on-the-job instruction developed by the **Training Sponsor** and the **Teacher-Coordinator.** This plan serves as a guide and should be closely related to the student's career interests. The written plan and agreement is not a legal contract.

Evaluation is the process of identifying the progress of the **Trainee** as he learns by "doing" kinds of activities on the job. The **Training Sponsor** evaluates the student **Trainee** under his supervision periodically with help and assistance from the **Teacher-Coordinator.**

A First-Year Student can be a junior or senior in high school. The important point is that a first-year student is involved with the basic Distributive Education curriculum which can serve as a base for developing the student's **Training Plan.**

A Second-Year Student is a senior in high school. His in-school class activities are based on the more advanced portion of the curriculum as described in the Appendix. Usually he is more management oriented. He will have already been adequately prepared for initial employment and should require less specific training in order to be a productive employee.

School Credit is provided for the student's work experience just as it is for his/her regular high school classes.

WHAT NEXT? SUGGESTED PROCEDURES

When you agree to be a cooperating employer and have appointed a training sponsor, you're ready to begin your important role in education. While procedures may vary, your involvement will probably proceed in the following manner:

1. SELECTION OF STUDENT-TRAINEE

The teacher-coordinator will review the information he has learned about students and match them with the type of work you offer. He will choose one or more students whom he feels he can benefit the most from your efforts. These students will contact you for an appointment for an interview.

2. STUDENT IDENTIFICATION

The students selected for interview will be identified as being a part of the marketing instructional program.

3. EMPLOYMENT PROCEDURES

It is suggested that you follow your regular employment procedures, including a job interview and filling out the necessary application form. These are important experiences for new, young workers.

4. EMPLOYEE ORIENTATION

It is essential that you provide a systematic orientation to your company with any new employee. Consequently, we hope that you follow the orientation checklist provided. (Appendix G) Without proper orientation to your work setting, a young trainee often wonders if he or she is doing the right thing. Training without the feeling of belonging may not be effective. Item Number 5 on the orientation check list is especially important. Explaining the position of the student-trainee will put all of your employees at ease.

5. COMPLETE TRAINING PLAN AND AGREEMENT

Upon hiring the student-trainee, the teacher-coordinator will arrange an appointment with you to complete the training agreement (Appendix H). Having a mutually agreed-upon plan is critical to the total concept of education in the community; it will insure a more direct route to meeting student needs, paying dividends to you in having a well-trained employee.

The procedures for preparing a training plan for your new employee need not be long and complicated. The following information and procedures may suggest a logical approach to follow. You may want to involve the student to help promote his or her overall understanding and interest.

A. Review In-School Curriculum

With the help of the teacher-coordinator, review the "Concept or Subject Area" column of the Marketing Cluster Curriculum Development and Planning Worksheet (Appendix F). This can be a starting point in becoming sensitive to the variety of areas where you can provide the student with direct assistance. You can simply place a checkmark in the "Co-op Work Experience" column or can make brief notes to use when you formulate the student's training plan. Some ideas are shown on the sample.

B. Filling Out the Forms

Complete the listings of jobs in the career ladder on the first page of the Marketing Training Plan (Appendix I). The job you are employing the student for will probably be one of the entry level jobs. The purpose of completing this listing is to give the student some idea of how to meet his career objective and provide the teacher-coordinator with information for in-school use.

C. The Job Description

Complete the job description section on the first page of the Marketing Training Plan. The purpose of completing this section of the form is to answer the question, "What is the major function of this job?" It may be that there is more than one major function.

D. The Job Analysis

Use the job analysis worksheet to identify the tasks involved in the performance of the job (Appendix J). The question to answer in the first column is, "Now that we have a description of this job, what are the tasks involved in the performance of the job?" You might ask for a definition of "job" and "task" at this point. A job is the work that a worker does and for which he gets paid. A worker may have only one job such as tightening nuts on an auto production line. A job is part of the routine of one's occupation. In a retail operation, a salesperson may have several different jobs as part of his occupation. These might include selling men's wear, wrapping packages, preparing counter displays, filling out credit application requests, and operating a cash register.

A task is the step-by-step process of completing a job. Each task has a definite starting and stopping point. A task usually requires some combination of skill and knowledge and usually requires both skill and knowledge on the part of the worker.

In the "job" of wrapping a package, for example, the worker must select the materials. That is a physical action. But he must know the sources of the materials and their location. He must select the proper material. He must be able to measure the proper quantity.

B. Identify Skills

The next step, then, is to answer the question, "What specific skills are needed to do these tasks?" For purposes of classification, the skills are divided into manipulative and cognitive or knowledge performances. That is, each task requires both physical and mental action on the part of the worker. Use the columns provided on the Analysis Worksheet. An example is provided.

F. Relating Training Plan to School Curriculum

The final step in the process of identifying fairly precisely what the employee's job is and what he needs to know and do is reviewing the "Concept or Subject Area" column of the teacher's worksheet (Appendix G) where you previously made notes or checkmarks. It may be appropriate at this time to transfer some of the items checked to the appropriate column on the Analysis Worksheet.

G. Final Training Plan

The final training plan which you have devised is now in rough form. It's now possible to prepare a completed (but not rigid or inflexible) training plan that you can follow as you provide instruction to your new employee. Forms are provided for this purpose (Appendix I).

You also have the basis for evaluating the performance of your employee. The aim of the instructional process you will go through is to teach the student to perform the identified tasks at a proper level. When completing the training plan, indicate the performance level you expect the student/employee to achieve as a result of his experiences on the job (and supplemented by in-school work). These can be blocked off to the appropriate performance level. In the example shown on the second page of Appendix I, the Marketing Training Plan, the tasks of gasing vehicles, checking oil, water, and battery, and window cleaning indicate a performance level attainment of four while service solicitation (akin to suggestion selling), a level of two. Evaluation should be based on the student's attainment of these performance levels. This process is explained in the section, "Your Role as an Evaluator," page 12.

Finally, your planning efforts will provide the teacher-coordinator information to make his in-school instructional efforts with your employee much more meaningful, particularly in the required knowledge he must have. The next section of this manual explains how the teacher-coordinator combines all of the learning opportunities into a planned program for the student.

HOW THE TEACHER-COORDINATOR PLANS TO MEET STUDENT NEEDS

You have noted that students are asked to indicate a career preference area within the broad marketing field. The U.S. Office of Education has established certain identified occupational categories within distributive occupations. These include:

ADVERTISING SERVICES

APPAREL AND ACCESSORIES

AUTOMOTIVE

FINANCE AND CREDIT

FLORISTRY

FOOD DISTRIBUTION

GENERAL MERCHANDISE

HARDWARE, BLDG. MATERIALS, FARM AND GARDEN SUPPLIES AND EQUIPMENT

HOME FURNISHINGS

HOTEL AND LODGING

INDUSTRIAL MARKETING

INSURANCE

INTERNATIONAL TRADE

PERSONAL SERVICES

PETROLEUM

REAL ESTATE

TRANSPORTATION

RETAIL TRADE, OTHER

WHOLESALE TRADE, OTHER

DISTRIBUTIVE EDUCATION, OTHER

One of the important functions of the teacher-coordinator is helping students relate their school activities more specifically to these occupational categories. Various methods are open to him as a teacher, including classroom techniques and methods, in-school laboratory experiences, projects and activities of the Distributive Education Clubs of America (DECA), special projects, other resources, and cooperative work experience. One or more of these "methods" may be the best way to meet a particular student's needs. For example, a student wanting to be a supermarket manager (in the category of Food Distribution) should probably get experience in the grocery department, produce department, dairy and frozen foods department, bakery department, and meat department of a supermarket. He should also get experience in cashiering and checking, advertising, human relations, store care and maintenance, and office procedures.

The teacher then proceeds to develop a program for his students based on the resources available. The student with an expressed interest in Food Distribution will be studying display during the first year of his in-school program. In developing the student's program, the teacher-coordinator will attempt to cover the concepts of display so that a relationship is established with the training station. For example, one objective from the curriculum is:

"Creating displays including planning, selecting merchandise, preparation, construction, color, lighting." (Code 1.2B7)

Classroom instruction might include the student's use of films, reference books, kits, lectures, guest speakers, etc.

Laboratory activities might include actually preparing a display. If the laboratory is an in-school store, the displays would be centered around application of a realistic sales promotion plan.

DECA activities might include student competition in display using the local community, and competition at the DECA career development conference.

Cooperative Work Experience might provide, with your assistance, specific activities dealing with display creation in the store. The assigning of specific responsibilities for certain displays might be one way to help the student get the desired experiences.

Projects carried out either in school or out of school (independently or in conjunction with any of the above) is another way that the teacher-coordinator and student can achieve curriculum objectives. A market research project designed to measure the effectiveness of a display or group of displays might be conducted.

The same worksheet (Appendix G) that you reviewed previously is used in this planning process. A specific illustration is shown on page F-7 of this appendix. You may have some valuable ideas to contribute to this planning.

YOUR ROLE AS AN EVALUATOR

You have probably seen the effect of a young person's first job on his personality. Being independent, earning his own way, are both parts of the development of youth as they struggle to become adults. Your new employee has a big question to answer, "How am I doing?" This question is sometimes never answered satisfactorily. Through established evaluation procedures, students will know how they are progressing. They will also recognize that they are being treated as adults.

There are two types of evaluations you are asked to furnish. The first is your assessment of the progress the student-trainee is making in relation to the training plan and agreement worked out for him and his particular job. You are asked to rate the student on the basis of 1, 2, 3, or 4 in the designated space on the Training Plan. (Appendix I) The numerical ratings indicate:

(1) Received instruction and/or demonstration
(2) Performed task at least once under supervision
(3) Performs task adequately without supervision
(4) Performs task as a fully qualified worker

Your training objective in most instances should be to **at least** train the student to be able to perform the task adequately without supervision. This level is shown as number three (3) on the scale. You may have earlier set performance levels for certain tasks at somewhat less than "3" and others at "4." In a sense if you have prescribed the performance level for each of the tasks included in the training plan, you have worked out a training profile which can be useful when you train other employees.

The second area of evaluation has to do with personality or character traits and work habits. This area of evaluation is extremely important. It's an area where you as an employer can have a great deal of influence, and, consequently, can play a significant role in preparing an active, responsible citizen.

You will notice on the Performance Report form that there are ten elements to be evaluated (Appendix K). The scale runs from 2 to 10. To insure objectivity and consistency, a guide sheet explaining the meanings of the numerical ratings is attached to the form.

Note also that you are to sign this evaluation form as will the student and the teacher-coordinator. You will be expected to discuss the student's evaluation with him when you get his signature. One copy of this form is for your files, one copy goes to the student, and one copy goes to the school.

Your comments about strengths and weaknesses are important also. These comments can lead to curriculum change and more realistic in-school support of your employee.

YOU, THE EMPLOYER, AS A TEACHER

It may sound pretty great to be a community-based teacher. But you're probably realizing that your time and efforts are involved. You've been asked to devise a training program and take the responsibility of evaluating the results. When you evaluate, you are, to a degree, measuring your own success as a teacher. What else is involved in being a teacher?

One of the first qualities to consider is being human. Take time to talk to your trainee and learn all you can about him. Try to discover the reasons why he may be making slow progress in some areas. People have different aptitudes. Perhaps some of the student's in-school preparation could have been better. Lack of interest may be a factor. You're not only a teacher, but a practicing counselor. Friendly ways can do more to motivate a student than almost anything else.

Since your employee is only about 18 years old, he or she is somewhat painfully growing into adulthood. He or she wants to be important and treated as an adult, and accepted by others his age. Consequently, behavior can run to extremes until a student becomes an individual in his own right. He or she may resist authority at times. There's probably one one answer to this problem. You need to provide adult treatment, but treatment tempered with understanding and encouragement.

Some general characteristics of youth and some ideas of how to improve training may be helpful to you.

Characteristics of Young Workers	How You Can Improve Training Through an Understanding of these Characteristics
A young worker's bones may grow faster than his muscles, organs and glands. A student may therefore look stronger than he is.	Avoid over-taxing his strength and stamina. A student learns better when rested. Suspected laziness is often fatigue.
Muscle coordination is fully developed but not fully trained.	Awkward movement will improve quickly through training but don't expect adult performance on new tasks.
Mental ability is nearly fully developed.	Encourage problem solving and don't "talk down" to students.
Lack of experience and faulty judgment cause errors.	Give instructions clearly and in logical sequence. Give reasons why. Be patient.
Young workers are self-critical, often sensitive to blame and may easily become discouraged.	Give criticism fairly and without excessive emotion. Allow student-trainees to discover their own mistakes and correct them where possible. Give encouragement with criticism. Provide short-time realistic goals and give recognition when they are attained.
Young workers are striving to be grown up and want to be considered a person of some importance with a contribution to make.	Use the "we" rather than the "I" approach. Respect capabilities and encourage ambitions. Give recognition when due.

Behavior may be erratic due to a conflict of needs, at times both childish and mature.	Treat students as adults and make it rewarding to perform in a mature manner. Give responsibility commensurate with development. Be patient and don't take offense with temporary lapses from adult behavior if they don't seriously affect the business.
Apprehension and even fear often accompanies the younger worker beginning a first job.	Orient new workers completely; giving them a sense of belonging. Maintain a friendly attitude. Start training slowly beginning "where the worker is" and proceeding at a pace until he feels secure. Encourage co-workers to respect and help students.
The young worker imitates those whom he admires.	Set a good example of acceptable habits of language and behavior, of work habits and of attitudes.
The young worker wants to know why.	Help students see the perspective of their job as it relates to others. Explain reasons for things being done in a particular way, as well as legal and ethical implications.

THE TEACHING PROCESS

You may find that you have to teach your new employee as your schedule permits, perhaps on-the-run; or, you may set aside certain times to devote to training your employee. Whatever system is used, the following procedural suggestions may be useful:

1. Identify the specific outcome expected of your training session. Much of this preliminary work has already been accomplished when you worked with the teacher-coordinator in developing the training plan.

2. Put the student at ease. If you have the time, it's a good idea to try to give the student-trainee some perspective as to what part he plays in the total operation. Frequently, when the student-trainee is confronted with a problem he cannot solve without assistance, the stage is set for a training session.

3. Always try to demonstrate the task one step at a time and in logical order if possible. Seeing a demonstration of a task and then trying it is probably more conducive to learning than by explanation only. Ask questions as you go along to help you gauge whether or not the student is comprehending your presentation.

4. Have the student-trainee do the task under your supervision. Have him repeat what he has learned. You can catch mistakes and prevent poor habits from developing. It may be necessary to provide a second or third demonstration to insure proper learning.

5. Follow up on the student-trainee several times. You might even quiz him about some points.

6. Encourage your student-trainee to ask questions.

IN SUMMARY

Your teacher-coordinator is never more than a telephone call away. Call him to discuss any problems you may have.

You also have an opportunity to meet periodically when the teacher-coordinator visits your place of business to make progress checks.

National studies repeatedly indicate that cooperative work experience is one of the most successful methods of helping young people.

While we don't expect 100 percent use of the suggestions contained in this guide, we hope you will see the benefits of providing systematic personnel development and want to get more involved as time goes on. We also appreciate your willingness to share with us that "SOMETHING IN COMMON."

P.S. We'd like you to boast a little about your efforts. A special decal would look nice in your place of business. (Appendix L) Ask your teacher-coordinator how to get one.

APPENDICES

Appendix A: Sample Application for Distributive Education

Appendix B: Sample Letter to Parents

Appendix C: Sample Distributive Education Training Contract

Appendix D: Sample Student Career Interest Survey

Appendix E: Sample Personal Information Sheet

Appendix F: Marketing Cluster Curriculum Development and Planning Worksheet

Appendix G: Employer's Orientation Checklist

Appendix H: Distributive Education Training Agreement

Appendix I: Marketing Training Plan

Appendix J: Analysis Worksheet

Appendix K: Student Performance Report

Appendix L: Business Decal

APPLICATION FOR DISTRIBUTIVE EDUCATION

Name _____ Male____ Female____
Last First Middle Initial

Social Security Number _____ - _____ - _____

Parent's or guardian's name _____

Home address _____

Birthdate _____ _____, 19____ Age_____Grade in School _____
Month Day Year

What is your general health? Poor_____ Fair _____Good_____ Excellent _____

Do you have any physical handicaps?_____ If yes, please list _____

_____

If employed, give firm's name _____ address _____

and telephone _____. Name of Supervisor _____

How long employed there? _____ Rate of pay _____

Describe duties briefly _____

_____

Have you had any other work experience? Yes_____ No _____

Where? _____

Do you have a work preference?_____ If yes, what kind? _____

What is your career goal? _____

Do you need credit for on-the-job training to graduate? Yes _____ No _____

Do you need a job to stay in school? Yes_____ No _____

If not already employed, when would you be ready, willing and able to accept employment?

_____

Do you have a driver's license? Yes ____No ____

_____ _____
Applicant's Signature Date

23

PORTLAND PUBLIC SCHOOLS
2735 N. E. 82nd Avenue/Portland, Oregon 97220
Phone (503) 255-6810
MADISON HIGH SCHOOL Office of the Principal

Dear Parents:

Your high school student has enrolled in the Distributive Education program. The D.E. program has several purposes.

1. To help the student develop an understanding of the marketing field through class instruction and related activities. One objective of the program is to make the student aware of career opportunities.

2. To give the student an opportunity to experience learning situations in the world of work.

3. To provide the student with participation in the DECA Youth Organization (Distributive Education Clubs of America), which encourages group participation, leadership development, career study, and is recognized as a vital part of the total Distributive Education program.

4. To help insure that the student is employable.

To achieve the above purposes the student will be expected to attend class regularly as in all other high school courses. The student will also earn credit for work experience by complying with certain school requirements as stated in the attached training contract.

In the event the student does not now have a job, or loses his job, there are several different procedures that a student may undertake. He will be expected to do all or part of the following as determined by the D.E. Coordinator:

(a) Make a specified number of job applications and write a report on the results during each week of unemployment.

(b) The student may be assigned work for the school or a non-profit organization until gainful employment is obtained.

Compliance with the above will insure the granting of a work credit. If there are any questions please call Mr. diStasio, Madison High School, 255-6810, for additional information.

Please sign and return one copy of this letter and one copy of the attached training agreement.

Sincerely,

William diStasio
Distributive Education Coordinator

Above conditions are understood:

Parent's signature _____

Student's signature _____

DISTRIBUTIVE EDUCATION TRAINING CONTRACT

I, _____ , agree to abide by the following conditions during the school year 19___ - 19___:

1. To work and learn to the best of my ability both in school and on the job.
2. To maintain good work habits both in school and on the job.
3. To work for the best interests of the school and the employer.
4. To maintain proper personal and business conduct in school and on the job.
5. To call the employer before 10:00 a.m. on any day when I will not be able to report to work; on Saturdays, Sundays, or holidays notice should be given before 8:30 a.m.
6. To report any plans for leaving the employer or changing jobs to the Distributive Education Coordinator.
7. To complete and return any reports requested by the Coordinator.
8. To become an active member of the Distributive Education Club of America.
9. To abide by any and all rules, regulations, practices and procedures of the Distributive Education Program not specifically stated above, as enumerated by the Coordinator

I UNDERSTAND THAT ANY VIOLATION OF ANY PART OF THE ABOVE CONTRACT COULD RESULT IN MY BEING DROPPED FROM THE PROGRAM AND A POSSIBLE LOSS OF CREDITS.

Signed _____ Date _____
(student)

I have read and understand the above contract that my (son) _____,

(daughter) _____ , (ward) _____ , has entered into

as a pre-requisite to acceptance into the Distributive Education Program.

SIGNED _____ _____ Date
(parent or guardian)

A MESSAGE TO STUDENTS:

The high school program in marketing which is also called Distributive Education, will, hopefully, help point your way to an exciting and rewarding career field. The role of marketing is to move goods (and services) from manufacturers, farmers, mine operators, and others who create or offer them to consumers. Almost half the value of any product is created during the process of distribution, since it makes little sense to produce something without having it placed in a useful place at the right time.

It takes all kinds of people with many different interests to make marketing work. Millions of people in this country are required as salesmen, advertisers, retailers, wholesalers, warehousemen, planners, researchers, truck operators, bankers, stock brokers, real estate people, managers, and many more.

In our Marketing Program, you will have an opportunity to pursue some of your special interests. To make the program more meaningful to you, your instructor must know more about your special interests. Often these interests can be related to a marketing work area. The information you supply will be used to guide you in DECA activities, in-school store experiences, and finding an appropriate job after school.

The Marketing Cluster Program should help you move directly into an entry level job (or higher) when you graduate. It should also provide a head start in other alternatives open to you: community college, four-year college or university, private vocational school, or a management training program.

Place a check mark (✓) in the space provided next to a job which interests you. If a particular area rather than a particular job appeals to you, draw a circle around the area and do not check a particular job. Your instructor has a more complete listing of jobs in each area. He also has literature describing these career areas. You may want to choose one from the complete listing. If you check more than one job in an area, designate by number which is most interesting to you (first, second, third choice, etc.).

STUDENT CAREER INTEREST SURVEY

Name _____ Age _____ Grade _____

Address _____ Telephone _____

Homeroom Number _____ Homeroom Teacher _____

Marketing/DE Class Period _____ Date of Anticipated Graduation _____

First Year Marketing Student _____ Second Year Marketing Student _____

_____

Survey Summary:

Job of Interest _____

Broad Interest Area _____

I ADVERTISING
- ____ Copywriting
- ____ Layout
- ____ Display
- ____ Sales (all types of advertising)
- ____ TV or Radio Announcer
- ____ Market Research Analyst
- ____ Direct Mail Specialist
- ____ Account Executive

II APPAREL AND ACCESSORIES
- ____ Sales, Footwear
- ____ Sales, Women's and Girls's Apparel
- ____ Stock Girl/Boy
- ____ Buyer
- ____ Fashion Coordinator
- ____ Sales, Infant's and Children's Wear
- ____ Sales, Leather Goods

III AUTOMOTIVE
- ____ Automobile Parts Sales
- ____ Parking-Lot Attendant
- ____ Spare-Parts Field Representative
- ____ Car Rental Dispatcher
- ____ Camper and Housetrailer Sales
- ____ Automobile Sales
- ____ Motorcycle Sales

IV FINANCE AND CREDIT
- ____ Bank President
- ____ New Accounts Teller
- ____ Safe-Deposit Clerk
- ____ Securities Trader
- ____ Investment Sales
- ____ Credit Interviewer
- ____ Bank Cashier
- ____ Investigator

V FLORISTRY
- ____ Floral Designer
- ____ Flower Sales
- ____ Florist Supplies Sales
- ____ Store Manager

VI FOOD DISTRIBUTION
- ____ Wholesaler Grocery Sales
- ____ Cashier-Checker
- ____ Bakery Girl/Boy
- ____ Bagger
- ____ Journeyman Grocer
- ____ Manufacturer's Representative
- ____ Manager, Doughnut Shop
- ____ Department Head, Supermarket
- ____ Sales-Driver
- ____ Vending Machine Route
- ____ Food Products Broker

VII GENERAL MERCHANDISE
- ____ Buyer
- ____ Marker
- ____ Junior Executive
- ____ Comparison Shopper
- ____ Receiving Clerk
- ____ Manager
- ____ Bridal Consultant
- ____ Salesperson
- ____ New Account Clerk
- ____ Cashier

VIII HARDWARE, BUILDING MATERIALS, FARM & GARDEN SUPPLIES AND EQUIPMENT
- ____ Hardware Sales
- ____ Lawn and Garden Equipment Sales
- ____ Paint Sales
- ____ Feed and Supplies (Agriculture)
- ____ Lumberyard Worker
- ____ Outside Sales
- ____ Equipment Sales
- ____ Wholesaler

IX HOME FURNISHING
- ____ Homefurnishings Sales
- ____ Appliance Sales
- ____ Interior Designer
- ____ Floor Covering Sales & Estimating
- ____ Business Ownership
- ____ Parts Sales, TV/Radio

X HOTEL AND LODGING
- ____ Motel Manager
- ____ Desk Clerk
- ____ Travel Clerk
- ____ Convention Sales
- ____ Receiving Room Clerk
- ____ Bell Captain

XI INDUSTRIAL MARKETING
- ____ Salesmanager
- ____ Printing Sales
- ____ Sales, Veterinarian Supplies
- ____ Manufacturer's Representative
- ____ School Equipment & Supply Sales
- ____ Machinery Sales
- ____ Chemical & Drug Sales

XII INSURANCE
- ____ Estate Planner
- ____ Underwriter
- ____ Hospital Insurance Representative
- ____ Insurance Sales Representative
- ____ Claims Adjuster

XIII INTERNATIONAL TRADE
- ____ Export Manager
- ____ Broker
- ____ Importer
- ____ Distributor

XIV PERSONAL SERVICES
- ____ Small Business Manager
- ____ Manager, Photography Shop
- ____ Dry Cleaning Superintendent
- ____ Franchise Operator
- ____ Funeral Director

XV PETROLEUM
- ____ Bulk Plant Manager
- ____ Service Station Manager
- ____ Service Station Attendant
- ____ Petroleum Sales

XVI REAL ESTATE
- ____ Property Manager
- ____ Real Estate Agent
- ____ Appraiser
- ____ Industrial Development Manager
- ____ Broker

XVII RECREATION AND TOURISM
- ____ Theater Manager
- ____ Hobby Shop Manager
- ____ Travel Agent
- ____ Ticket Sales
- ____ Sales (Related to Recreation and Tourism)
- ____ Sales, Pets and Pet Supplies

XVIII TRANSPORTATION
- ____ Airline Stewardess
- ____ Operations Manager
- ____ Dispatcher
- ____ Aircraft Sales
- ____ Material Handler
- ____ Warehouse Worker
- ____ Bus Driver
- ____ Toll Collector
- ____ Reservation Clerk
- ____ Traffic Manager

XIX INTEREST AREA NOT LISTED ABOVE (Please fill in)

_____

_____

_____

_____

STUDENT PERSONAL INFORMATION SHEET

Name _____ Year in school_____ Reg. room _____ ____

Address _____ Phone _____

How did you become interested in the Distributive Education program?_____

_____

Why do you wish to be enrolled in the Distributive Education program?_____

_____

What is your career objective? _____

Do you plan to go to college? _____If yes, where? _____

List all courses you have completed:

Freshman Year		Sophomore Year		Junior Year	
Course	Grade	Course	Grade	Course	Grade

Indicate your present class schedule:

Period	Course	Room	Teacher

List any hobbies _____

What is your favorite sport? _____ Do you prefer to be a spectator or a participant? _____

What do you like to do for recreation?_____

What clubs, organizations, do you belong to? _____

_____

What clubs, etc. have you belonged to? _____

Have you ever served as an officer, or on a committee, in any of these?_____

If yes, please list: _____

Division of Instructional Services
Sydney D. Thompson, Specialist
Marketing and Distributive Education

MARKETING CLUSTER CURRICULUM DEVELOPMENT AND PLANNING WORKSHEET

*Instr. Code	Concept or Subject Area	Class	Laboratory	DECA	Coop. Wk. Exp.	Projects	Resources
	MARKETING I—BASIC						
1.0A	SALESMANSHIP — BASIC						
1.0A1	Developing personal qualities important in marketing occupations (courtesy, consideration, cheerfulness, cooperativeness, sincerity, liking for people, tact, enthusiasm, interest, honesty, poise, self control).						
1.0A2	Dealing with various types of people.						
1.0A3	Desirable traits of beginning employees (alertness, sales sense, imagination, good memory).						
1.0A4	Developing a "sales" personality.						
1.0A5	Personal appearance (grooming, cleanliness, dress, posture).						
1.0A6	Buying motives, (emotional, rational, patronage, basic).						
1.0A7	Retail sales (basic steps of approach, determining need, making the presentation, meeting objections, and closing the sale).						
1.0A8	Using suggestion selling techniques.						

*Code refers to Occupational Cluster Guide for Marketing

*Instr. Code	Concept or Subject Area	Class	Laboratory	DECA	Coop. Wk. Exp.	Projects	Resources
1.1	PRODUCT TECHNOLOGY						
1.11	Basic consumer research into who (age groups, sex, income, etc.) uses a product or service.						
1.12	Relating product/service information to identified customer buying motives.						
1.13	Relating product/service information to customer need satisfaction (mfg. process, materials, economy, etc.)						
1.14	Locating sources of product information (sizes, color, styles, models, service, guarantees, alterations, repair, parts service, etc.).						
1.15	Justifying the price of a product/service.						
1.16	Factors that affect the time of purchase (seasons, delivery, sale price time limits, fashion, etc.).						
1.17	The use of the product/service (operation, assembly, adjustments, display of product, etc.).						
1.18	Interpreting product information from labels.						
1.19	Product information sources including literature like trade journals, manuals and other sources of information such as obtained from market studies, salesmen, testimonials, etc.						
1.4	HUMAN RELATIONS						
1.41	Rights and desires of individuals.						

*Instr. Code	Concept or Subject Area	Class	Laboratory	DECA	Coop. Wk. Exp.	Projects	Resources
1.42	Desirable traits of employees.						
1.43	Undesirable traits and practices of fellow workers.						
1.44	Gaining acceptance of other employees.						
1.45	Maintaining good human relationships on the job.						
1.46	Employer's responsibilities.						
1.47	Employer's expectations.						
1.48	Relationships with supervisors.						
1.49	Learning from supervisory instruction.						
1.410	Solving human relations problems.						
1.8	MERCHANDISE MATHEMATICS						
1.81	Basic math fundamentals including addition, subtraction, multiplication, division, percentages, and fractions.						

*Instr. Code	Concept or Subject Area	Class	Laboratory	DECA	Coop. Wk. Exp.	Projects	Resources
1.82	Calculating sales transactions including cash register records, sales slips, sales slips and tapes, unit prices, quantity prices, average prices, fractional quantities, and mixed numbers.						
1.83	Calculating employee earnings including deductions, payrolls, commissions, graduated commissions, rates, agent's commissions.						
1.84	Calculating purchase charges and discounts including trade discounts, cash discounts, transportation charges.						
1.85	Calculating profits and pricing such as profits on sales, markdowns, retail discounts, prices on a retail basis, and prices on a cost basis.						
1.86	Small business recordkeeping including preparing the balance sheet, income statement, departmental income and expense records, inventory, planned purchases, the model stock concept, and the open-to-buy concept. Also includes graphic presentation of records by using charts and visual aids.						
1.9A	COMMUNICATIONS — WRITTEN						
1.9A1	Business letter writing including being able to compose an acceptable business letter.						
1.9B	COMMUNICATION — ORAL						
1.9B1	Preparing and delivering effective speeches. Includes evaluation and related points such as speech, voice, organization, etc.						
2.0	CASH REGISTER TECHNIQUES						
2.01	Checking the change fund.						
2.02	Procedures for ringing up sales.						

*Instr. Code	Concept or Subject Area	Class	Laboratory	DECA	Coop. Wk. Exp.	Projects	Resources
2.03	Safety practices in using cash register or cash drawers, boxes, etc.						
2.04	Procedures for making change accurately.						
2.05	Handling customers' checks including complying with company policy, examination of checks, endorsement procedures.						
2.06	Security measures as related to handling money (short-change tactics, etc.)						
2.07	Dealing with short-change artists.						
	MARKETING II — BASIC						
1.2A	SALES PROMOTION (ADVERTISING)						
1.2A1	Basic characteristics of advertising (paid for, nonpersonal, presents ideas, services, goods, and has an identified sponsor).						
1.2A2	The primary functions of advertising (increase sales, secure dealers, raise standards of living, eliminate seasonal fluctuations, create more business, introduce new products).						
1.2A3	The secondary functions of advertising including assisting salesmen and encouraging salesmen.						
1.2A4	Purposes of advertising, copy and loyout (attention, interest, desire, and action).						

*Instr. Code	Concept or Subject Area	Class	Laboratory	DECA	Co[illegible]. Exp.	Projects	Resources
1.2A5	Types of advertising (institutional and promotional).						
1.2A6	Color in advertising.						
1.2A7	Use of the color wheel.						
1.2A8	Advertising media.						
1.2A9	Trademarks, slogans, and brand names.						
1.2B	SALES PROMOTION (DISPLAY)						
1.2B1	The role of display in retailing.						
1.2B2	Interior and exterior store displays.						
1.2B3	Principles of design (dominance, balance, proportion).						
1.2B4	Factors of good design (repetition, harmony, contrast, gradation, interference).						

*Instr. Code	Concept or Subject Area	Class	Laboratory	DECA	Coop. Wk. Exp.	Projects	Resources
1.2B5	Display arrangements (radiation, stair-step, pyramid, zig-zag, repetition).						
1.2B6	Color in display.						
1.2B7	Creating displays including planning, selecting merchandise, preparation, construction, color, lighting, maintaining, and signs.						
1.2B8	Evaluating displays through use of rating guides.						
1.5	STOCK CONTROL						
1.51	Physical inventory.						
1.52	Perpetual inventory.						
1.53	Stock control (dollar).						
1.54	Stock control (unit).						
1.55	Kinds of merchandise information needed for buying, planning, promotion.						

*Instr. Code	Concept or Subject Area	Class	Laboratory	DECA	Coop. Wk. Exp.	Projects	Resources
1.56	Stock turnover calculations.						
1.57	Receiving and checking merchandise.						
1.58	Marking merchandise.						
1.59	Care of stock (where it is, arranging, etc.).						
1.510	Customer and employee theft.						
1.6	FINANCE — CREDIT AND COLLECTIONS						
1.61	Charge account and installment credit.						
1.62	Cost of credit including how to calculate it.						
1.63	Three "C"'s of credit.						
1.64	Credit applications.						
1.65	Evaluating capacity to pay.						

*Instr. Code	Concept or Subject Area	Class	Laboratory	DECA	Coop. Wk. Exp.	Projects	Resources
1.66	Credit control indexes including rejection percentage, trends, changes in credit volume, ratio of credit sales to total sales, changes in accounts receivable, collection records, investments in accounts receivable.						
1.67	Handling aging accounts receivable.						
1.68	Collection methods.						
1.7	RECORDKEEPING						
1.71	Checking names, accuracy, numbers, extensions, etc.						
1.72	Arranging numbers and dates in proper order.						
1.73	Legible writing.						
1.74	Filing (numerical, chronological, and alphabetical).						
1.75	Writing checks and related items like endorsements.						
1.76	Reconciling bank statements.						
1.77	Accounting for petty cash.						

*Instr. Code	Concept or Subject Area	Class	Laboratory	DECA	Coop. Wk. Exp.	Projects	Resources
1.78	Record systems for budgets (keeping track of expenditures and budgeted amounts. Really budgetary control).						
1.79	Retail sales record systems including sales slips, recording charges, sales returns, statement of accounts.						
1.710	Purchase record systems including purchase orders, invoices, the purchase journal, recording data on stock record cards, etc.						
1.711	Wholesale sales record systems (sales orders, sales invoices, returns, sales journal, collections, cash receipts journal, statement of accounts).						
1.712	Payroll record systems including time cards, computing wages, overtime, social security records, payroll book, employee record cards.						
	MARKETING I, II, III, IV						
2.4	CREATIVE JOB SEEKING TECHNIQUES						
2.41	Self-appraisal to outline best approach to job seeking.						
2.42	How to seek employment, where to find prospects, etc.						
2.43	Letter preparation in answer to employment ads. Includes letter of application from other sources as well.						
2.44	Preparing a personal job resume (personal inventory) or personal vita sheet.						

*Instr. Code	Concept or Subject Area	Class	Laboratory	DECA	Coop. Wk. Exp.	Projects	Resources
2.45	Preparing a letter to accompany the personal resume.						
	Job interview techniques.						
	Obtaining Social Security card.						
	Filling out job application forms.						

*Instr. Code	Concept or Subject Area	Class	Laboratory	DECA	Coop. Wk. Exp.	Projects	Resources
	MARKETING III — CAREER						
1.0B	SALESMANSHIP — Career						
1.0B1	Application of the five basic steps to making a sale including attention, interest, building desire, winning conviction, and getting action.						
1.0B2	Study of customer's various buying decisions including need; type brand, or style; where to buy; how much to pay; and when to buy.						
1.0B3	Greater knowledge of products/services including getting the information and using it.						
1.0B4	Prospecting.						
1.0B5	Sales presentations, including preparing various kinds, demonstrations, steps to a sale, selling points, etc.						
1.0B6	Meeting customers' objections.						
1.0B7	Methods of closing a sale.						
1.0B8	Suggestion selling methods.						
1.0B9	Managing sales time.						

*Instr. Code	Concept or Subject Area	Class	Laboratory	DECA	Coop. Wk. Exp.	Projects	Resources
1.3	MARKET RESEARCH — BASIC						
1.31	The processes involved in marketing research.						
1.32	Terminology used in research.						
1.33	Familiarity with the major areas of market research by manufacturers such as product studies, consumer studies, advertising studies.						
1.34	Familiarity with the major areas of market research by wholesalers and retailers dealing with merchandising, markets, store location, sales promotion, cost analysis, product/service introduction, etc.						
	MARKETING IV — CAREER						
1.2	SALES PROMOTION — ADVERTISING ADVANCED						
1.21	Ad layout development using accepted criteria.						
1.22	Ad copy development using accepted criteria.						
1.23	Planning for advertising and setting up a monthly advertising schedule.						
1.24	Advertising budget preparation.						

*Instr. Code	Concept or Subject Area	Class	Laboratory	DECA	Coop. Wk. Exp.	Projects	Resources
2.1	MANAGEMENT FUNCTIONS						
2.11	The organizing function of management including organizational charts and job analysis techniques.						
2.12	The planning function of management including the relationship between goals and objectives, planning operations, developing procedures, and fixing responsibilities.						
2.13	The directing function of management including the setting of good examples and clear communicating.						
2.14	The controlling function of management including the need for controls, developing a control system, the need for standards, etc.						
2.15	The coordinating function of management including leadership, developing objectives, giving clear instructions, keeping people informed, etc.						
2.2	BUSINESS ORGANIZATION						
2.21	Types of business ownership and government regulations regarding the different types.						
2.22	Business Site selection.						
2.23	Planning and developing a layout for a store including parking. Cost estimates.						
2.24	Customer analysis for a particular type of business.						

*Instr. Code	Concept or Subject Area	Class	Laboratory	DECA	Coop. Wk. Exp.	Projects	Resources
2.25	Merchandising information for a business including products/services, sample inventory, pricing policies, buying procedures.						
2.26	Financial information for a business including capital requirements for fixtures and equipment, operating capital requirements, sources of financing, determining most suitable choice of financing.						
2.27	Preparation of organizational system showing departments and lines of authority and communication for a business, personnel needs, hiring procedures, duties, wages, benefits.						
2.28	Develop a system for stock control including order forms, receiving and checking procedures, and marking and stock procedures.						
2.29	Develop sales promotion, both advertising and display, policies and procedures.						
2.210	Develop sales and services policies and procedures.						
2.211	Develop a suitable recordkeeping system for the business including inventory, sales, purchases, cash, expenses, and payroll and use information to develop a profit and loss statement and balance sheet.						
2.212	Develop evaluation criteria (might be to utilize common business ratios) to show relative success or failure of the business.						
2.3	BUYING FUNDAMENTALS						
2.31	Familiarity with the duties of buyers in various size merchandising businesses.						
2.32	Principles underlying good business policies.						

*Instr. Code	Concept or Subject Area	Class	Laboratory	DECA	Coop. Wk. Exp.	Projects	Resources
2.33	Determining customer wants in staple items.						
2.34	Determining customer wants in fashion items.						

ORIENTATION CHECKLIST

Instructions: Use one checklist for each student-trainee. Check each item as it is completed. Review information with the student-trainee after five days to insure thorough comprehension.

1. Introduce a student-trainee to all persons with whom he/she will have contact. _____
2. Show the student-trainee the location of offices, equipment, and supplies with which he will need to be familiar. _____
3. Explain the duties of the student-trainee's first assignment. _____
4. Inform student-trainee as to who will supervise him and from whom he should take orders. _____
5. Inform co-workers of their relationship to student-trainee and solicit their cooperation. _____
6. Inform student-trainee of arrival time, quitting time, check-in procedures and check-out procedures. _____
7. Inform student-trainee of lunch-time and relief procedures and regulations. _____
8. Inform student-trainee of facilities available such as restrooms, lunchroom, telephone, coat rack, etc. _____
9. Inform student-trainee as to appropriate clothing to be worn. _____
10. Inform student-trainee of time recording procedure, pay schedule, deductions from pay and computation of wages. _____
11. Inform student-trainee about any information which is to be kept confidential. _____
12. Familiarize student-trainee with employee benefits. _____
13. Inform student-trainee of clauses in a union agreement which pertain to him if such an agreement exists. _____
14. Inform student-trainee of promotional possibilities in your firm. _____

DISTRIBUTIVE EDUCATION
TRAINING AGREEMENT

1st Yr. Student ____
2nd Yr. Student ____

Student's Name _____ Birthdate _____ Age _____ Sex _____
Student's Address _____ Telephone _____
Name of School _____ Telephone _____
Name of Teacher Coordinator _____ Telephone _____
Name of Training Station _____ Telephone _____
Address of Training Station _____
Name of Training Sponsor _____ Position _____
Dates of Training Period: From _____ To _____
Avg. No. of Hours to be Worked by the Student-Trainee: Per Day _____
Per Week _____
Student-Trainee's Rate of Pay _____ Career Objective _____

RESPONSIBILITIES OF THE STUDENT-LEARNER (Trainee)

1. The student-learner will keep regular attendance, both in school and on the job, and cannot work on any school day that he fails to attend school; he will notify the school and employer if he is unable to report.
2. The student-learner will show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, good dress and a willingness to learn.
3. The student-learner will consult the coordinating teacher about any difficulties arising at the training station.
4. The student-learner will conform to the rules and regulations of the training station.
5. The student-learner will furnish the coordinating teacher with all necessary information and complete all necessary reports.

RESPONSIBILITIES OF THE PARENTS:

1. The parents will encourage the student-learner to effectively carry out his duties and responsibilities.
2. The parents will share the responsibility for the conduct of the student-learner while training in the program.
3. The parents will be responsible for the safety and conduct of the student-learner while he is traveling to and from the school, the training station, and home.

RESPONSIBILITIES OF THE TRAINING SPONSOR:

1. The sponsor will endeavor to employ the sudent-learner for at least the minimum number of hours each day and each week for the entire agreed training period.
2. The sponsor will adhere to all Federal and State regulations regarding employment, child labor laws, minimum wages, and other applicable regulations.
3. The sponsor will see that the student-learner is not allowed to remain in any one operation, job, or phase of the occupation beyond the period of time where such experience is of educational value.
4. The sponsor will consult the coordinating teacher about any difficulties arising at the training station.
5. The sponsor will provide experiences for the student-learner that will contribute to the attainment of the career objective.
6. The sponsor will assist in the evaluation of the student-learner.
7. The sponsor will provide time for consultation with the coordinating teacher concerning the student-learner.
8. The sponsor, when possible, will provide instructional material and occupational guidance for the student-learner as needed and available.

RESPONSIBILITIES OF THE TEACHER-COORDINATOR:

1. The teacher-coordinator will provide in-school instruction related to the on-the-job experience.
2. The teacher-coordinator will regularly visit the training sponsor and student-trainee for the purpose of determining student progress.
3. The teacher-coordinator will keep accurate records of student-trainee's progress.
4. The teacher-coordinator will provide special assistance to students in competency areas identified by the training sponsor as needing special consideration in school.
5. The teacher-coordinator will provide guidance and direction in the evaluation process.
6. The teacher-coordinator will provide direct assistance in helping to develop a mutually agreeable training plan for the student-trainee.

By this agreement and attached detailed training plan all parties concerned indicate their recognition of responsibilities as outlined and agree to fulfill them to the best of their ability.

Training Sponsor	Parent or Guardian
Student Trainee	School Representative
Date	Advisory Com. Representative

APPENDIX I

MARKETING TRAINING PLAN

Student _____ Training Sponsor _____

Student's Occupational Area of Interest Within Marketing

..... Advertising Services	..... Industrial Marketing
..... Apparel and Accessories	..... Insurance
..... Automotive	..... International Trade
..... Finance and Credit	..... Personal Services
..... Floristry	..... Petroleum
..... Food Distribution	..... Real Estate
..... Food Services	..... Recreation and Tourism
..... General Merchandise	..... Transportation
..... Hardware, Building Materials, Farm & Garden Supplies and Equip.	..... Retail Trade
..... Home Furnishings	..... Wholesale Trade
..... Hotel and Lodging	..... Business Ownership; Management

Suggested Career Ladder of Occupations

A. Entry Level Jobs _____

_____

_____

B. Higher Level Jobs _____

_____

_____

C. Specialist or Mid-Mgt. Level Jobs _____

_____

_____

Job Title and Description (Major functions of job)

_____

_____

_____

_____

_____

_____

_____

_____

MARKETING TRAINING PLAN

Training Station .....

Student Employee .....

Training Sponsor .....

Occupation .....

School .....

JOBS	TASKS	PERFORMANCE LEVEL 1	2	3	4	IN-SCHOOL	NOTES

Performance Levels:
1. Received instruction and or demonstration
2. Performed task at least once under supervision
3. Performs task adequately without supervision
4. Performs task as fully qualified worker

ANALYSIS WORKSHEET

_____
(Occupation)

_____
(Job)

TASK	MANIPULATIVE SKILLS	KNOWLEDGE SKILLS	IN-SCHOOL

MARKETING CLUSTER PROGRAM
PERFORMANCE REPORT

Complete in Triplicate:
1. Employer-Sponsor
2. Student
3. High School

Student _____ Training Station _____

Evaluator _____ Report Date _____

TRAITS OF EMPLOYMENT READINESS

Traits/Characteristics	Scale				
	2	4	6	8	10
1. Initiative					
2. Relationships with others					
3. Quantity of work					
4. Quality of work					
5. Attendance/Punctuality					
6. Tolerance for criticism					
7. Personal Appearance					
8. Service mindedness					
9. Tactfulness					
10. Adaptability					
Current totals:					
Prior totals:					

Comments on Strengths/Weaknesses:

_____

_____

_____ _____ _____

Signatures (Training Sponsor) (Student) (Teacher-Coordinator)

GUIDE SHEET FOR PERFORMANCE EVALUATION

1. **Initiative**

(2) Unsatisfactory; has to be prodded
(4) Occasionally shows drive and imagination
(6) Displays average drive and imagination
(8) Displays above average drive and imagination
(10) Displays exceptional enterprise and high creative ability

2. **Relationship with Others**

(2) Unsatisfactory; creates friction and discontent
(4) Tactless or uncooperative; needs improvement
(6) Average in cooperation and cheerfulness
(8) Above average in cooperation and cheerfulness
(10) Expresses unusual ability to relate to others

3. **Quantity of Work**

(2) Unsatisfactory; unable to produce minimum required tasks
(4) Marginal, able to complete minimal amount of tasks with allotted time
(6) Productivity within relative majority performance for area
(8) Above average productivity
(10) Exceptional productivity

4. **Quality of Work**

(2) Unsatisfactory; does not produce reliable work
(4) Occasionally produces accurate work
(6) Average dependability and accuracy
(8) Above average dependability and accuracy
(10) Displays excellent ability to produce top quality work

5. **Attendance/Punctuality**

(2) Unsatisfactory; frequently absent/tardy without good reasons
(4) Occasionally absent/tardy without good reasons
(6) Absent/tardy occasionally with good reason
(8) Seldom absent/tardy
(10) Attendance/punctuality consistently good

6. **Tolerance for Criticism**

(2) Hostile towards all criticism
(4) Does not accept criticism graciously
(6) Accepts criticism, occasionally makes effort to improve
(8) Accepts criticism well, usually makes effort to improve
(10) Accepts criticism exceptionally well and consistently makes effort to improve

7. **Appearance**

(2) Generally unclean appearance, disheveled clothing
(4) Dress and grooming not appropriate for work area standards
(6) Dress and grooming acceptable for work area standards
(8) Usually above average care of clothing and grooming
(10) Immaculately groomed and appropriately attired at all times

8. **Service Mindedness**

(2) Does not think in terms of being employed to serve customers
(4) Occasionally provides thoughtful assistance to customers
(6) Average thoughtfulness displayed to customers
(8) Above average in providing assistance to customers
(10) Displays excellent attitude to customers in terms of trying to help them

9. **Tactfulness**

(2) Is quick to criticize or complain in front of others
(4) Frequently displays lack of tact
(6) Displays average tactfulness in dealing with customers and fellow employees
(8) Is discreet in discussing personal or company matters
(10) Is completely tactful in dealing with all situations

10. **Adaptability**

(2) Adapts to new assignments with great difficulty
(4) Adapts slowly but does work with normal assistance
(6) Adapts quickly to new assignments with normal assistance
(8) Adapts quickly to new assignments without assistance
(10) Adapts to new assignments with speed and ease

FOR DISPLAY IN YOUR BUSINESS

THIS FIRM EMPLOYS

STUDENT TRAINEES

OF THE

DISTRIBUTIVE EDUCATION PROGRAM

DEVELOPING FUTURE LEADERS FOR
MARKETING AND DISTRIBUTION